



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 10651251  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science Results .....	10-12

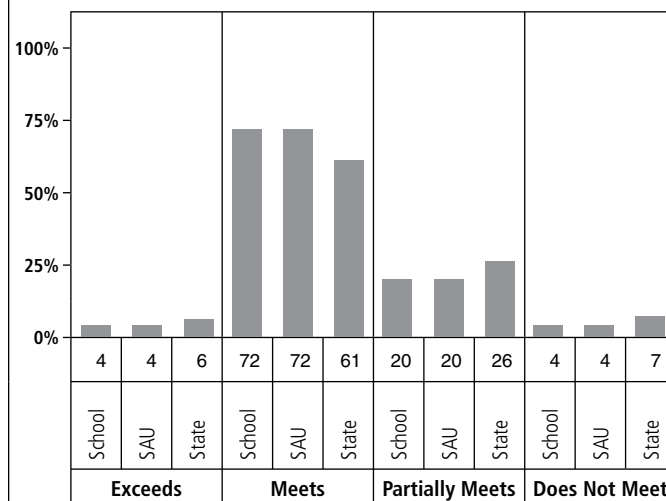
# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 5  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

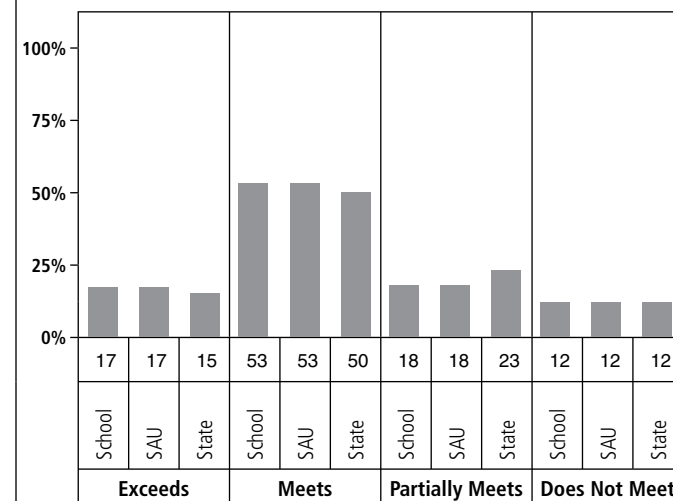
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	547	547	544
2007–2008	546	546	545
<b>2008–2009</b>	<b>548</b>	<b>548</b>	<b>546</b>
Cum. Avg.*	547	547	545
<b>Mathematics</b>			
2006–2007	548	548	546
2007–2008	548	548	546
<b>2008–2009</b>	<b>547</b>	<b>547</b>	<b>547</b>
Cum. Avg.*	548	548	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>546</b>	<b>546</b>	<b>543</b>

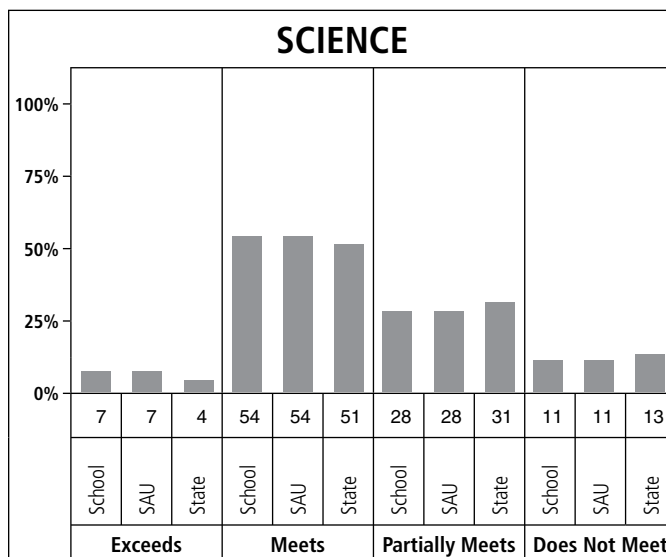
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	195	100	195	100	14212	100	193	99	193	99	14135	100	192	98	192	98	14144	100	192	98	192	98	14137	100
<b>Ethnicity</b> African American/Black	5	3	5	3	397	3	5	100	5	100	388	98	5	100	5	100	393	99	5	100	5	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	4	2	4	2	259	2	4	100	4	100	253	98	4	100	4	100	258	100	4	100	4	100	257	99
Hispanic	1	1	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	185	95	185	95	13271	93	183	99	183	99	13212	100	182	98	182	98	13211	100	182	98	182	98	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	31	16	31	16	2479	17	31	100	31	100	2454	100	31	100	31	100	2455	100	31	100	31	100	2451	99
<b>Current LEP</b>	1	1	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
<b>Economically disadvantaged</b>	46	24	46	24	5848	41	45	98	45	98	5815	100	45	98	45	98	5819	100	44	96	44	96	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	154	79	154	79	10849	76	154	79	154	79	10872	76	154	79	154	79	10976	77
Identified disability (PET/IEP)	4	3	4	3	298	3	4	3	4	3	307	3	4	3	4	3	338	3
LEP	1	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	1	1	1	1	123	1	1	1	1	1	121	1	1	1	1	1	126	1
<b>Participation with accommodations</b>	37	19	37	19	3122	22	37	19	37	19	3124	22	37	19	37	19	3019	21
Identified disability (PET/IEP)	25	68	25	68	1992	64	26	70	26	70	2000	64	26	70	26	70	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	12	32	12	32	907	29	11	30	11	30	886	28	11	30	11	30	826	27
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	164	1	1	1	1	1	148	1	1	1	1	1	142	1
Identified disability (PET/IEP)	2	100	2	100	164	100	1	100	1	100	148	100	1	100	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	2	1	2	1	58	0	3	2	3	2	49	0	3	2	3	2	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	16	7	16	7	702	5
	2007-2008	11	6	11	6	659	5
	<b>2008-2009</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>836</b>	<b>6</b>
	Cum. Total*	35	6	35	6	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	143	65	143	65	7730	55
	2007-2008	115	60	115	60	8195	58
	<b>2008-2009</b>	<b>137</b>	<b>72</b>	<b>137</b>	<b>72</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	395	66	395	66	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	49	22	49	22	4182	30
	2007-2008	55	29	55	29	3800	27
	<b>2008-2009</b>	<b>39</b>	<b>20</b>	<b>39</b>	<b>20</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	143	24	143	24	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	13	6	13	6	1419	10
	2007-2008	10	5	10	5	1362	10
	<b>2008-2009</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	30	5	30	5	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.3	67.3	32.3	67.3	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.6	65.0	15.6	65.0	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.7	69.6	16.7	69.6	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	191	8	4	137	72	39	20	7	4	548	191	4	72	20	4	548	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	5	0	0	3	60	2	40	0	0	544	5	0	60	40	0	544	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	4										4						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	181	8	4	129	71	37	20	7	4	548	181	4	71	20	4	548	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	29	0	0	12	41	14	48	3	10	541	29	0	41	48	10	541	2290	0	29	47	23	537
No	162	8	5	125	77	25	15	4	2	549	162	5	77	15	2	549	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	1										1						354	1	35	34	30	538
No	190	8	4	137	72	38	20	7	4	548	190	4	72	20	4	548	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	44	0	0	26	59	17	39	1	2	544	44	0	59	39	2	544	5716	2	51	35	12	542
No	147	8	5	111	76	22	15	6	4	549	147	5	76	15	4	549	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	191	8	4	137	72	39	20	7	4	548	191	4	72	20	4	548	13963	6	61	26	7	546
<b>Gender</b>																						
Female	89	7	8	61	69	19	21	2	2	549	89	8	69	21	2	549	6882	8	62	24	6	547
Male	102	1	1	76	75	20	20	5	5	547	102	1	75	20	5	547	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	24	0	0	9	38	12	50	3	13	540	24	0	38	50	13	540	1914	1	41	44	14	540
No	167	8	5	128	77	27	16	4	2	549	167	5	77	16	2	549	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	15	2	13	13	87	0	0	0	0	556	15	13	87	0	0	556	450	26	72	2	0	557
No	176	6	3	124	70	39	22	7	4	547	176	3	70	22	4	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	1	8	9	69	1	8	2	15	548	7	8	69	8	15	548	4	2	40	34	24	540
B. less than one hour	77	7	5	103	71	33	23	3	2	548	77	5	71	23	2	548	70	6	63	26	6	546
C. one to two hours	14	0	0	23	85	2	7	2	7	547	14	0	85	7	7	547	24	7	61	26	6	546
D. more than two hours	2	0	0	1	25	3	75	0	0	545	2	0	25	75	0	545	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	32	4	7	43	72	11	18	2	3	549	32	7	72	18	3	549	36	10	67	18	5	549
B. good	53	4	4	80	80	14	14	2	2	549	53	4	80	14	2	549	47	5	62	27	6	546
C. fair	15	0	0	13	45	13	45	3	10	542	15	0	45	45	10	542	15	2	47	40	12	541
D. poor	1	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	28	5	9	38	72	9	17	1	2	550	28	9	72	17	2	550	31	9	65	20	5	548
B. They match some of what I have learned.	59	3	3	85	76	21	19	3	3	548	59	3	76	19	3	548	55	5	63	27	5	546
C. They match just a little of what I have learned.	12	0	0	12	52	9	39	2	9	542	12	0	52	39	9	542	10	3	45	38	14	542
D. There is no match.	1	0	0	1	100	0	0	0	0	544	1	0	100	0	0	544	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	13	0	0	14	58	8	33	2	8	543	13	0	58	33	8	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	69	8	6	97	75	21	16	3	2	549	69	6	75	16	2	549	64	7	63	25	5	547
C. easier than my regular schoolwork	19	0	0	25	71	9	26	1	3	547	19	0	71	26	3	547	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	5	42	5	42	2	17	538	6	0	42	42	17	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	49	2	2	64	69	26	28	1	1	547	49	2	69	28	1	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	44	6	7	67	81	7	8	3	4	551	44	7	81	8	4	551	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	25	1	2	37	79	7	15	2	4	547	25	2	79	15	4	547	20	10	64	21	5	548
B. 20 minutes to an hour	66	7	6	91	73	23	19	3	2	549	66	6	73	19	2	549	56	7	65	24	5	547
C. less than 20 minutes	4	0	0	4	57	3	43	0	0	549	4	0	57	43	0	549	10	3	52	33	12	543
D. I rarely read at home.	6	0	0	4	36	6	55	1	9	541	6	0	36	55	9	541	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	28	0	0	38	73	13	25	1	2	545	28	0	73	25	2	545	25	3	53	33	11	543
B. six to ten pages	32	4	7	41	68	13	22	2	3	549	32	7	68	22	3	549	26	6	61	26	7	546
C. eleven or more pages	40	4	5	55	73	13	17	3	4	549	40	5	73	17	4	549	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	43	0	0	1	33	1	33	1	33	540	43	0	33	33	33	540						
B.	29	0	0	1	50	1	50	0	0	541	29	0	50	50	0	541						
C.	14	0	0	1	100	0	0	0	0	554	14	0	100	0	0	554						
D.	14	0	0	0	0	1	100	0	0	534	14	0	0	100	0	534						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	25	11	25	11	1711	12
	2007-2008	32	17	32	17	1617	12
	<b>2008-2009</b>	<b>33</b>	<b>17</b>	<b>33</b>	<b>17</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	90	15	90	15	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	133	60	133	60	6778	48
	2007-2008	102	54	102	54	7284	52
	<b>2008-2009</b>	<b>101</b>	<b>53</b>	<b>101</b>	<b>53</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	336	56	336	56	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	50	23	50	23	3884	28
	2007-2008	39	21	39	21	3341	24
	<b>2008-2009</b>	<b>34</b>	<b>18</b>	<b>34</b>	<b>18</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	123	20	123	20	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	13	6	13	6	1683	12
	2007-2008	17	9	17	9	1778	13
	<b>2008-2009</b>	<b>23</b>	<b>12</b>	<b>23</b>	<b>12</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	53	9	53	9	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	26.2	54.6	26.2	54.6	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	10.7	59.4	10.7	59.4	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.2	52.0	5.2	52.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.1	41.0	4.1	41.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.1	61.0	6.1	61.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	191	33	17	101	53	34	18	23	12	547	191	17	53	18	12	547	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	5	0	0	4	80	1	20	0	0	547	5	0	80	20	0	547	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	4										4						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	181	32	18	94	52	33	18	22	12	548	181	18	52	18	12	548	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	30	2	7	10	33	7	23	11	37	537	30	7	33	23	37	537	2307	3	32	32	33	536
No	161	31	19	91	57	27	17	12	7	549	161	19	57	17	7	549	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	1										1						365	5	33	30	32	536
No	190	33	17	101	53	33	17	23	12	547	190	17	53	17	12	547	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	44	3	7	23	52	9	20	9	20	541	44	7	52	20	20	541	5731	7	46	29	18	542
No	147	30	20	78	53	25	17	14	10	549	147	20	53	17	10	549	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	191	33	17	101	53	34	18	23	12	547	191	17	53	18	12	547	13988	15	50	23	12	547
<b>Gender</b>																						
Female	89	10	11	51	57	18	20	10	11	545	89	11	57	20	11	545	6889	14	51	23	12	546
Male	102	23	23	50	49	16	16	13	13	549	102	23	49	16	13	549	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	24	0	0	5	21	10	42	9	38	532	24	0	21	42	38	532	1918	3	39	36	22	539
No	167	33	20	96	57	24	14	14	8	550	167	20	57	14	8	550	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	15	14	93	1	7	0	0	0	0	568	15	93	7	0	0	568	450	64	34	2	0	564
No	176	19	11	100	57	34	19	23	13	546	176	11	57	19	13	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	4	31	4	31	3	23	2	15	550	7	31	31	23	15	550	4	8	38	26	28	539
B. less than one hour	77	26	18	75	51	27	18	18	12	547	77	18	51	18	12	547	70	15	52	23	10	547
C. one to two hours	14	2	7	20	74	3	11	2	7	548	14	7	74	11	7	548	24	15	51	23	11	547
D. more than two hours	2	1	25	2	50	1	25	0	0	551	2	25	50	25	0	551	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	37	23	33	35	51	5	7	6	9	553	37	33	51	7	9	553	34	28	50	14	8	552
B. good	46	9	10	50	57	18	21	10	11	546	46	10	57	21	11	546	45	11	54	24	10	546
C. fair	17	0	0	16	50	10	31	6	19	540	17	0	50	31	19	540	18	3	45	33	19	540
D. poor	1	0	0	0	0	1	100	0	0	532	1	0	0	100	0	532	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	15	27	26	46	9	16	6	11	550	29	27	46	16	11	550	38	22	52	19	7	550
B. They match some of what I have learned.	57	17	16	64	59	14	13	13	12	548	57	16	59	13	12	548	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	1	4	10	42	10	42	3	13	541	13	4	42	42	13	541	11	6	40	30	24	540
D. There is no match.	1	0	0	1	50	1	50	0	0	544	1	0	50	50	0	544	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	12	2	9	9	39	5	22	7	30	537	12	9	39	22	30	537	17	7	42	30	21	540
B. about the same as my regular schoolwork	68	26	20	68	53	23	18	11	9	549	68	20	53	18	9	549	64	15	53	23	10	547
C. easier than my regular schoolwork	19	4	11	24	67	4	11	4	11	548	19	11	67	11	11	548	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	0	0	5	38	3	23	5	38	534	7	0	38	23	38	534	7	6	39	27	27	539
B. 30–45 minutes	22	6	14	23	55	9	21	4	10	546	22	14	55	21	10	546	28	9	49	28	15	544
C. 45–60 minutes	34	13	20	36	56	10	16	5	8	550	34	20	56	16	8	550	41	17	53	21	9	548
D. more than 60 minutes	37	14	20	37	53	11	16	8	11	549	37	20	53	16	11	549	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	1	11	4	44	2	22	2	22	542	5	11	44	22	22	542	6	14	43	24	20	543
B. two or three days a week	29	10	18	31	56	9	16	5	9	549	29	18	56	16	9	549	24	17	52	21	10	548
C. two or three times each month	39	14	19	40	55	11	15	8	11	549	39	19	55	15	11	549	33	17	52	21	9	548
D. never or almost never	28	8	15	26	50	11	21	7	13	546	28	15	50	21	13	546	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	31	11	19	30	52	8	14	9	16	547	31	19	52	14	16	547	23	13	47	26	15	545
B. two or three days a week	35	15	22	36	54	13	19	3	4	551	35	22	54	19	4	551	31	17	52	21	10	548
C. two or three times each month	21	5	13	23	59	6	15	5	13	546	21	13	59	15	13	546	27	17	52	21	10	548
D. never or almost never	13	2	8	12	48	6	24	5	20	542	13	8	48	24	20	542	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	43	0	0	2	67	0	0	1	33	544	43	0	67	0	33	544						
B.	29	0	0	1	50	1	50	0	0	540	29	0	50	50	0	540						
C.	14	0	0	1	100	0	0	0	0	560	14	0	100	0	0	560						
D.	14	0	0	0	0	0	0	1	100	508	14	0	0	0	100	508						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
 N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	14	7	14	7	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	103	54	103	54	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	53	28	53	28	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	21	11	21	11	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	30.5	63.5	30.5	63.5	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.4	55.8	13.4	55.8	12.9	53.8
<b>E. The Living Environment</b>	24	50	17.0	70.8	17.0	70.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

**Content Standard D. The Physical Setting**

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

**Content Standard E. The Living Environment**

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	191	14	7	103	54	53	28	21	11	546	191	7	54	28	11	546	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	5	0	0	2	40	2	40	1	20	540	5	0	40	40	20	540	382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	4										4						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	181	14	8	99	55	49	27	19	10	546	181	8	55	27	10	546	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	30	2	7	13	43	10	33	5	17	542	30	7	43	33	17	542	2309	2	29	39	29	536
No	161	12	7	90	56	43	27	16	10	546	161	7	56	27	10	546	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	1										1						361	1	23	32	44	533
No	190	14	7	103	54	53	28	20	11	546	190	7	54	28	11	546	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	43	2	5	16	37	18	42	7	16	541	43	5	37	42	16	541	5729	2	42	37	20	539
No	148	12	8	87	59	35	24	14	9	547	148	8	59	24	9	547	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	191	14	7	103	54	53	28	21	11	546	191	7	54	28	11	546	13987	4	51	31	13	543
<b>Gender</b>																						
Female	88	5	6	45	51	29	33	9	10	544	88	6	51	33	10	544	6886	4	49	33	14	542
Male	103	9	9	58	56	24	23	12	12	547	103	9	56	23	12	547	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	24	0	0	7	29	11	46	6	25	537	24	0	29	46	25	537	1917	1	31	41	28	536
No	167	14	8	96	57	42	25	15	9	547	167	8	57	25	9	547	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	15	7	47	8	53	0	0	0	0	561	15	47	53	0	0	561	450	25	72	2	1	557
No	176	7	4	95	54	53	30	21	12	544	176	4	54	30	12	544	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	8	62	2	15	3	23	544	7	0	62	15	23	544	4	2	37	35	25	538
B. less than one hour	77	13	9	78	53	43	29	13	9	546	77	9	53	29	9	546	70	4	53	31	12	544
C. one to two hours	14	1	4	16	59	6	22	4	15	545	14	4	59	22	15	545	24	5	51	31	12	544
D. more than two hours	2	0	0	1	25	2	50	1	25	538	2	0	25	50	25	538	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	21	2	5	28	70	7	18	3	8	548	21	5	70	18	8	548	26	7	56	26	11	545
B. good	56	10	9	56	53	31	29	9	8	546	56	9	53	29	8	546	53	4	53	31	11	544
C. fair	21	2	5	19	48	14	35	5	13	543	21	5	48	35	13	543	18	2	41	39	17	540
D. poor	2	0	0	0	0	1	25	3	75	524	2	0	0	25	75	524	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	12	1	5	15	68	3	14	3	14	547	12	5	68	14	14	547	23	5	56	28	11	544
B. They match some of what I have learned.	53	13	13	47	47	34	34	6	6	547	53	13	47	34	6	547	48	5	52	31	12	544
C. They match just a little of what I have learned.	29	0	0	30	56	14	26	10	19	543	29	0	56	26	19	543	23	4	49	33	14	543
D. There is no match.	7	0	0	10	77	2	15	1	8	547	7	0	77	15	8	547	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	22	3	7	20	49	9	22	9	22	544	22	7	49	22	22	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	54	6	6	59	58	28	28	8	8	547	54	6	58	28	8	547	58	4	52	32	12	543
C. easier than my regular schoolwork	24	5	11	22	50	14	32	3	7	545	24	11	50	32	7	545	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	23	2	5	23	53	10	23	8	19	542	23	5	53	23	19	542	33	5	51	31	14	543
B. a few times a week	44	10	12	43	52	26	31	4	5	548	44	12	52	31	5	548	45	4	52	32	11	544
C. once a week	10	0	0	9	50	6	33	3	17	542	10	0	50	33	17	542	8	4	50	30	16	542
D. a few times a month	23	2	5	25	58	11	26	5	12	545	23	5	58	26	12	545	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	39	6	8	34	46	26	35	8	11	545	39	8	46	35	11	545	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	15	1	3	16	55	9	31	3	10	542	15	3	55	31	10	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	26	4	8	29	58	13	26	4	8	547	26	8	58	26	8	547	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	19	3	8	23	64	5	14	5	14	547	19	8	64	14	14	547	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	43	6	7	44	54	25	31	6	7	546	43	7	54	31	7	546	47	4	51	32	12	543
B. a few times a month	31	7	12	30	51	19	32	3	5	547	31	12	51	32	5	547	27	5	54	30	11	544
C. once a month	12	0	0	14	64	3	14	5	23	541	12	0	64	14	23	541	10	5	49	30	15	543
D. never or almost never	14	1	4	14	52	6	22	6	22	544	14	4	52	22	22	544	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	43	5	6	46	58	24	30	4	5	547	43	6	58	30	5	547	46	4	52	32	12	543
B. a few times a month	30	9	16	28	50	12	21	7	13	547	30	16	50	21	13	547	28	5	53	30	12	544
C. once a month	14	0	0	16	62	8	31	2	8	544	14	0	62	31	8	544	11	4	47	34	15	542
D. never or almost never	13	0	0	9	38	8	33	7	29	539	13	0	38	33	29	539	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	43	1	33	1	33	0	0	1	33	545	43	33	33	0	33	545						
B.	29	0	0	1	50	1	50	0	0	544	29	0	50	50	0	544						
C.	14	0	0	1	100	0	0	0	0	558	14	0	100	0	0	558						
D.	14	0	0	0	0	1	100	0	0	536	14	0	0	100	0	536						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number